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ABSTRACT

The purpose of this quarterly newsletter, a successor to "News and Views", is to disseminate ideas concerning innovative projects, methods, experiments, and practices in schools and in the university. This issue contains a lead article on a new individualized elementary teacher education program -- namely, University of Colorado Individualized Teacher Education (UCITE). Rather than maintaining the traditionally organized class, preservice teachers learn in an open laboratory setting. Self motivated student teachers progress at their own rate with mini-lessons called modules, then apply the teaching methods in unique student teaching situations provided by cooperating school districts. Other articles included deal with the transformation of libraries into media centers and with the need for strengthening and updating the Colorado Commission for Higher Education. The newsletter is made available to every school, community college, college, and university through Colorado. Those interested in receiving the newsletter should write to "School and University Review", Hellems Annex 244, University of Colorado, Boulder, Colorado 80302. (SJM)

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school & university review

VOLUME 1, NUMBER 3, SUMMER 1971 UNIVERSITY OF COLORADO

CU TO START UCITE PROGRAM IN FALL

DONALD E. CARLINE

Dr. Donald E. Carline is associate professor of education and director of the Reading Services Center of the School of Education at the University of Colorado in Boulder. He holds B.A. and M.A. degrees from the University of Denver and a doctor's degree from Pennsylvania State University. He came to the University of Colorado in 1968 after service as a teacher in the Denver and Honolulu school systems, and as associate professor and professor at Kansas State College, Emporia. He has directed many NDEA Institutes and other projects, serves as adviser and consultant for a number of organizations, and has produced a great many articles and other publications.

The education of elementary school teachers has become alarmingly crucial during the past decade. The public faith in educational programs for these teachers has been shaken by the number of children who fail. As a result, special help programs such as private institutions in churches and libraries have been set up outside of the school, and many citizens throughout the country have interpreted these crash programs as a direct criticism of the elementary school teacher.

CARLINE

Colleges and universities are also concerned and recognize the value of each potential teacher and his right to a quality education in order to answer this criticism. After two years of exploration and a year of intensive planning, the Division of Elementary Education on the Boulder campus and at the Denver Center is now ready to embark upon a new elementary teacher education program. The program is called UCITE—University of Colorado Individualized Teacher Education—and it will begin in September, 1971.

First, the faculty felt a compelling sense of urgency to get the program into motion. Acknowledging this urgency and firmly believing that the division faculty members could and would continue to provide substantial answers to the many questions which frequently arise, the university faculty and students and members of local school districts agreed to design the UCITE program. This program precipitated the following five imperatives:

1. Make education more relevant.
2. Give education a higher degree of permanency.
3. Make the learning process more effective and more exciting for the learners.
4. Bring a multifarious education within reach of the students.
5. Evaluate with effectiveness the transmission of our program, our ideas, and dedication.

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School and University Review

School and University Review is the successor to *News and Views* and is published by the Editorial Board of the School of Education at the University of Colorado, Boulder. It will publish articles and news items relating to projects, methods, and experiments in the schools and in the University. It will be made available to every school, community college, college, and university throughout the state. The editor will be pleased to receive articles or information regarding interesting projects and ideas, particularly those which are innovative. Communications should be addressed to Dr. John R. Little, Editor, Hellems Annex 244, University of Colorado, Boulder, Colorado 80302.

Dr. Clifford Houston To Retire This Year

Professor Clifford Houston, one of the University's most outstanding long-serving faculty members and former administrator, will retire at the end of the current academic year. Dr. Houston is an alumnus of the University of Colorado, having earned B.A., M.A., and Ph.D. degrees in 1927, 1928, and 1933 respectively. Prior to attendance at the University, he served as an elementary, junior high, and senior high school teacher in Eads and Sugar City, Colorado. While an undergraduate at the University, he completely financed his education by playing drums in a dance band and by working as a clerk for Boulder merchants. Today he still plays a mean set of drums and is a boating and sports car enthusiast. He completed a master's degree in June of 1928 and in the fall of the same year toured the Far East as a member of an orchestra.

HOUSTON

After completing Ph.D. course requirements at the University, he became an instructor at Grand Junction Junior College and demonstrated such outstanding leadership ability that he was made president (dean) of the college in 1931 at the age of 28. For a short time he was president of the college and superintendent of schools in Grand Junction. He continued as college president until 1937 when he became director of the Extension Division and professor of education at the University of Colorado, and also served as dean of the Summer Session.

On leave from the University between 1943 and 1946, Dr. Houston was personnel classification officer and officer distribution director at several locations for the U.S. Navy, returning to the University late in 1946 as dean of the Divisions

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editorial

Editorially Speaking

●Schools and teachers must be held accountable for their product through evaluation of "outputs" rather than through emphasis on "inputs" such as money, teacher-pupil ratios, facilities, teaching materials, groupings, and methodologies.

●Existing lock-step school district salary schedules are outdated. They do not encourage innovative and dynamic teaching and no longer aid in recruiting or retaining good teachers. A workable scheme to introduce a merit factor should be developed.

●Those in teacher education programs should have continuing direct contact with school classrooms throughout their preparation; first as observers or tutors, secondly as aides, and finally as practice teachers.

●So many ideas must be considered and there is so very much to learn in preparing to teach and in improving on the job – priorities must be established and all elements of repetition and duplication eliminated. Much less emphasis must be placed upon the past and much more upon the probabilities of the future.

●Compulsory school attendance laws have outlived their usefulness and should be repealed.

●Bussing for desegregation and to achieve integration can only be a temporary measure. Large city school districts must be recast to provide new, smaller school-communities including both core and suburban areas in each.

●As now done in the public schools, college and university faculties must organize to negotiate directly with their Boards of Control regarding working conditions and salaries.

●In order that the public may be informed and school, college, and university board members may fully participate in accountability, all discussions except personnel and occasional other matters requiring confidentiality, must be open to the public.

●Since public school, college, and university boards and board members are responsible to the people of the state and not specifically to the governor and because the broadest possible participation by citizens is essential to the success of our system of government, public college and university board members should be elected by the people on a non-partisan basis in a separate education election, as currently in effect with school boards.

●Universities must become much less concerned with academic prestige among the members of their associations and respective faculty guilds and much, much more concerned with becoming centers of effective learning.

●The overemphasis on academic credentials, growing bureaucracies, and faculty and student isolation from the world makes higher education less and less reflective of the interests of society. Vigorous efforts must be made to create a diverse and responsive system.

J.R.L.

New Advanced Degree Program Needed

For about 30 years the movement of collegiate institutions has been toward the attainment of the status, prestige, and recognition that comes to a Harvard, a Berkeley, or a Michigan University. The percentage of Ph.D.s on the faculty continues as a prime index of quality. However, the Ph.D. is research–not teaching–oriented and has produced a generation of non-teaching oriented faculties for colleges and universities. In an effort to gain university-level prestige and recognition as research scholars by their peers, many faculty members tend to place research and writing as the top priority and teaching falls to a secondary place. It appears to me that teaching should be restored as a prime function and that startlingly new graduate programs designed for the preparation of teaching scholars should be implemented. For the teaching-research scholar who will work mainly in universities, the Ph.D. should continue to serve; however, I believe that the bull market in the Ph.D. is over, that State Boards would be fully justified in holding the line on new and expanding programs of this type. In addition, I believe that a Doctor of Arts degree program aimed at producing college teachers in many or most of the general Arts and Science disciplines is needed at the University of Colorado as an alternative to the Ph.D. and as a means of producing teaching oriented faculty for two- and four-year colleges.

J.R.L.

UNIVERSITY OF COLORADO
School and University Review

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CENTER FOR EDUCATION IN THE SOCIAL SCIENCES

The Center for Education in the Social Sciences was established in 1969 to promote communication, innovation, and research directed toward high quality preservice and in-service education of teachers in the social sciences. In order to achieve wide cooperation and advice, the center has constituted an advisory board comprised of members from all of the social science departments, the School of Education, the undergraduate and graduate student bodies, and other appropriate University divisions. A board of directors, elected from among the membership of the advisory board, determines center policy.

The center attempts to fill the need for an agent to initiate, coordinate, and/or support worthy projects that fall either between or outside of the regular programs of established University divisions. Therefore, it is not engaged primarily in teacher education or in basic research, although some research and some training programs may be initiated when necessary to carry our center projects. Rather, development, building the bridge between research and teacher education, characterizes the activities of the center. Also, while focusing its attention on development at the intra-University level, the center seeks the support and cooperation of organizations and projects that have national and inter-university orientations, some of which are headquartered in Boulder, such as the Social Science Education Consortium, Inc., the Economics Curriculum Project ("Our Working World," Lawrence Senesh), the Earth Science Curriculum Project, and the Biological Sciences Curriculum Studies Committee.

The purposes of the center strongly reflect the nationwide trend in thinking that,

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Libraries Have Developed Into Media Centers Since World War II

OTIS MCBRIDE

Dr. Otis McBride is a professor of education and head of the Graduate Library Media program at the University of Colorado. This is one of the Graduate School's most rapidly growing programs and now includes more than 150 participants, two-thirds of whom are from all sections of Colorado and one-third from out-of-state. Dr. McBride came to the University in 1966 after having served in several other colleges and universities.

This article first appeared in the November 1970 issue of *Educational Leadership* and is reprinted here with permission.

The certification pattern for librarianship for many years was as rigid as it was rugged. The person who went through that program worked hard and came out solidly based in the fundamentals of librarianship; but those fundamentals dealt with printed materials only. World War II brought forth an array of interesting and in some instances unheard of resources; and problems arose immediately after the war in regard to the handling of these new types of materials. The librarian with proper certification for this involved pattern would have some things added to the program.

McBRIDE

Expanding Vistas

Libraries were enjoying somewhat phenomenal growth prior to World War II. Microfilm was coming into prominence because of its facility for storing much in little space (newspapers, for example) and equally for its facility in transporting even rare materials that could not be sent out like regular books. The writer himself microfilmed hundreds of pages of antebellum materials such as academy catalogs, minutes of boards of trustees, minutes of faculties, etc., in the late thirties.

Union catalogs came into some prominence in those years, and these were very useful wherever they were built. Interlibrary loans grew more popular, processing procedures were streamlined, and thought was given to the ever-present problem of retrieval. Following the war hundreds of teachers going out of the service and back into teaching began to ask for the things that had been available for use in the military: films, tapes, discs, overhead projection, 2 x 2 slides, and all the equipment involved.

Library reaction at first, frankly, was that of an interested observer in a neutral corner. It took a while for that position to change to one of glowing reception. That should not be too amazing. There had not been a demand like this before from the patrons. When public school principals and faculties began to ask repeatedly for such items, as part of the library's holdings, arrangements were made to add such items to the library.

Two studies financed with funds from the Knapp Foundation were initiated, the first in the early sixties, and the second, a five-year study still in progress, is now at the end of its second year.

Standards

The current study, the American Library Association Manpower Project under the direction of Robert Case, has concerned itself with task analysis for the first two years: a good solid look at the library of today, what it is doing, and who is carrying on the work.

The two years ended with three big regional meetings at San Francisco, Pittsburgh, and New Orleans. I attended the one in San Francisco and was highly pleased with the way things went. First we took a quick backward look at the survey and the status of developments; and then we turned our attention to the organization and planning for the next three years of the study—looking forward with the library.

The little book *Standards for School Media Programs*, report of a joint study, appeared about a year ago. This is an excellent study; the best thing about it is that it was done by a large committee made up equally of representatives from the Department of Audiovisual Instruction of the NEA (now the Association for Educational Communications and Technology) and the American Association of School Librarians of the American Library Association. Its focus is upon all materials in the library that might be of

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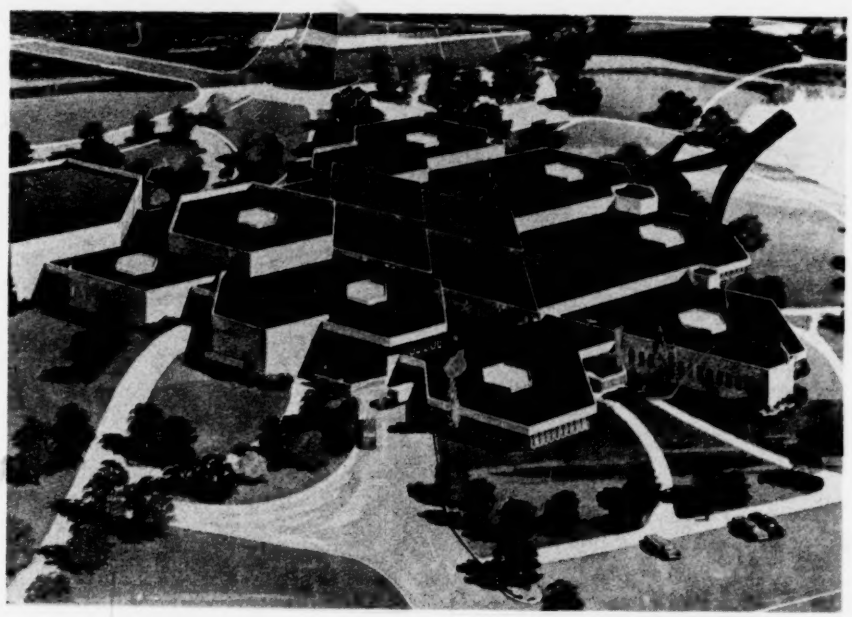

The library media center (arrows) at Fairview High School in Boulder, Colorado, was planned first, and then the rest of the building was added.

CU TO START UCITE PROGRAM . . .

(Continued from page 1)

What Is Relevant Education?

It is through continuous examination of our society and attention to the changing needs of both children and their teachers that we find the means to determine what is relevant. Little is to be gained if a teacher has been taught to function in classrooms *as they were* instead of learning to function in classrooms *as they will be*. Realizing that our elementary education students are with us for so short a time, we can ill afford to squander this time in the pursuit of an inconsequential education. The new curriculum is contemporary and significantly designed to provide the nature and conditions for both substantive knowledge and the understanding and teaching of children. To insure this, the fall semester of the senior year will see elementary education students spending one-half of their time on campus and one-half of their time in elementary schools; and during the spring semester they will be in the schools almost the entire time.

According to the second imperative, it is necessary to provide a more permanent education for teachers. In the past fifty years, man has more than doubled his store of knowledge, and the pace is accelerating. The "truths" of today represent changes from yesterday and are sometimes outmoded before they can be recorded on the pages of our textbooks. In the face of the magnitude of discovery and rapidity of change, it was determined that we should strive for greater permanency in the education of elementary teachers. We can only see permanency through the development of intellectual power, not through the mere accumulation of facts. By intellectual power we mean that our prospective elementary teachers will learn to acquire new knowledge and skills through their own independent initiative supported by the guidance, direction, and personal assistance of a competent staff.

To learn to teach reading, language arts, mathematics, science, and social studies and to apply principles of media, the prospective teacher will begin with mini-lessons called modules. All modules will be taught in open laboratories and competencies will be determined by pre- and post-assessments. The prospective teacher will pursue the task of becoming knowledgeable about each module through self-motivating techniques. This teaching methodology will be applied in the unique classroom situations provided by the cooperating school districts, with public school teachers to observe and evaluate each performance. When a student completes a module in the open laboratory on campus, a direct causal relationship to that learning is formed, for it is immediately applied to children in a nearby school.

All students will budget their own time for work in the open laboratories. Meaningful direction and understanding shall be provided through an interpersonal relationship with the professor and teaching assistants. The decision for pre- and post-assessment will lie directly with the student in regard to timing and proficiency, So, in actuality, there will be no traditionally organized class. The amount of time spent in open laboratories will be determined by the student himself, predicated upon his knowledge and confidence as he moves himself from module to module.

The third imperative is to make the learning process for our elementary teachers more effective and more exciting. This phase of our planning offers a particularly wide latitude for experimentation and creativity. Industry is constantly examining these processes to find better and more efficient ways to accomplish a task; and we, too, in elementary teacher education, apply the same examination to our "production lines"—our open laboratories. We know now that there is nothing sacred about meeting a class one hour a day, three days a week. However, in view of the time allocation for open laboratory work, there is no doubt the general organization of the new program will come under careful scrutiny. Nevertheless, for the first time, our focus will be to personalize education, and in so doing we aim to give each prospective teacher a better opportunity for continuous progress. We feel very strongly about the fact that our prospective elementary teachers will teach the way they have been taught; therefore, it is hoped that they will give to each child the opportunity for continuous progress and a wide latitude for experimentation and creativity that they themselves enjoyed in learning to become teachers. Th kind of teacher will eventually insure both the bright and the dull child a realistic opportunity to move at individualized speed, unrestricted by the program of the other. Our elementary majors will *learn to learn* on their own, faster and more thoroughly with more personal direction, the necessary tools and equipment, and in an environment conducive to learning. The division staff is convinced that under these circumstances our prospective elementary teachers will accomplish far more with their independent learning than would be possible for them in a conventional classroom.

We realize that students in such an innovative program need opportunities to debate their ideas and examine the alternative positions they find themselves in by applying the knowledge gained through laboratory experiences to the classroom situation. Therefore, individual conferences and seminars, periodically scheduled, will give them a chance to present their ideas and to defend their positions based upon their experiential teaching rather than on fact finding hunts. Through this process of learning, they will attain greater self-confidence and will learn to debate and defend their position with professional ethics and pride, but in particular they will gain the excitement and rich experience of successful accomplishments through immediate application in a real classroom environment.

Opportunity for Diversity

The fourth imperative is to bring the students within reach of a multifarious education. The purpose of this goal is to prepare each prospective teacher for success in what will be a truly competitive job market. The divergent curriculum will offer the creative, accelerated student a challenge and at the same time give the necessary encouragement for the more deliberate, methodical learner to achieve the same success. Also, the program will include work with variant age level children in both inner city schools and outlying rural schools. Such a comprehensive divergent program tailored to the needs of each prospective elementary teacher in an interpersonal, creative manner will provide the foundation for effective teaching.

Our last and probably most important imperative is to evaluate with effectiveness the transmission of our program, our ideas, and our dedication to the education of children. The UCITE program is new and no doubt vastly different from most other elementary education programs across the nation. Therefore, the education of our prospective elementary teachers must meet the challenge to produce competent elementary school students. In doing so, however, there will always be some very basic and significant problems in urgent need of solution. These problems cannot be solved by a few overburdened leaders in the field, nor by a few conscientious teachers, nor by trained researchers, nor by all of our good friends in allied fields. When these problems are isolated, though, and when responsibility for solutions is delegated, many people can contribute to the solutions. In turn,

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Two Unknowable Hearts

MEHDI NAKOSTEEN

Within this cage our souls are locked,
Our lonesome hearts are ever sealed
And what we are within ourselves
Cannot with ease be known—revealed.
We see the self we are in part,
Our inner life, our mind and heart,
And of the fragments which we know
We can a fragment then impart.
The whole of self remains unknown,
Will e'r to self unknow'ble be.
Alas, we know ourselves in part,
In part the selves in others see.

© Mehdi Nakosteen, 1971

CCHE SHOULD BE STRENGTHENED AND UPDATED

LARRY R. SEARS

Larry R. Sears has been director of public information at the University of Northern Colorado in Greeley. He is on leave completing his coursework for a doctorate in higher education. Mr. Sears served an internship at the Colorado Commission on Higher Education last fall and is initiating a comparative study of several coordinating agencies for a thesis.

An unwanted child looms large in the background for many state governments.

SEARS

It's an ill-defined, potentially powerful problem that was borne by legislatures faced with growing needs for education beyond the high school. We're speaking of the statewide coordinating agency for higher education, a contemporary body created in the last 0 years.

Educators see it as a threat to their institutional autonomy. Governing boards see it as a critic of their spending policies. Taxpayers see it as an advocate for expanded programs, which means increased taxes. Minorities see it as a deterrent to their expanding educational needs. Legislators (the very persons responsible for its existence) view it with suspicion on the assumption that it represents the interests of the academic community rather than the people. Liberals consider it incapable of accommodating innovation. Conservatives see it as an expensive tentacle of a highly inefficient, bureaucratic government.

If a coordinating agency wants to find friends, it must look to colleagues in other states. Friends within the agency's jurisdiction appear only sporadically and usually then in return for supported interests.

Why, then, have such unpopular entities been sustained?

Enrollments in colleges and universities continue to mushroom. Educators and students alike are demanding instructional innovation, smaller classes, and greater diversification. Certain groups previously unserved are knocking at the institutional doors bringing with them new instructional needs. Some groups are asking the institutions for more concern about and more efforts toward resolving society's problems.

While the demands in higher education are greater than ever before, the 1970s will provide the tightest period of available resources since the depression. The inflation of the '60s has leveled off for state governments, and social problems are taking a bigger bite of the state revenues. Available resources will lag far behind perceived needs.

Therefore, there is the need for a means of assessing the financial, physical and human resources required for higher education. Legislatures require an organization capable of cutting the fat from institutional requests and determining priorities. Whatever their past successes, coordinating bodies appear to be the most positive step to date toward effective planning and accountability (a concept we must all learn to live with). Voluntary efforts by institutions have a history of failure.

Task Force Findings

A Task Force on Statewide Planning found that 48 states have some form of coordinating agency, that the responsibility for planning increasingly rests with these

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BOOK REVIEW . . .

Bertram Morris, *The Institutions of Intelligence* (Studies in Educational Theory of the John Dewey Society, no. 6). Columbus: Ohio State University Press, 1969. 225 pp.

Colorado University professor Bertram Morris has maintained a lifetime's interest in the problems of understanding and interpreting contemporary culture, and this book reflects the fruit of that interest—rich in detail yet broad enough to embrace the full sweep of the problems and concrete enough to suggest effective remedies. Incisively, and suggestively, the author examines the "institutions of intelligence" which he distinguishes from institutions of *power* and those of *expression*. These are, principally, science, education, and philosophy, and the practical arts in which they are rooted (as is all civilized life). Intelligence, he maintains, brings about the basic changes in life by criticizing the habits and folklore of the past and by enablng us to transform our problems into forms more appropriate to new conditions of life. Institutionalized intelligence, at the same time socially effective and yet limited in its freedom, has a unique value as the focal point in his examination.

In discussing the arts of civilized man from which such institutions arise, the institutions themselves, and the current status and promise of liberal arts, Professor Morris addresses himself to such problems as these: "How can we reconcile the radical and creative character of intelligence with that essentially orderly and conserving institution, the school?" What kind of leisure is most rewarding and what are the major requirements for it to have its play in a genuine culture? "What sort of liberal arts—art, religion, philosophy—can function as appropriate consummations and illuminations of the scientific revolution we are passing through?" In facing, interrelating, and, to a degree, answering the questions, he presents an orderly, clear, wise, and very rewarding discussion on a wide variety of topics—science, television, education, religion, nature, fine art, and built-in obsolescense, to name a few. Scarcely any thoughtful reader, certainly no educator could put the book down without gaining many thought-provoking insights into what it is we are doing, what we ought to be doing and how we should be doing it, and why our efforts are often misdirected.

Although this reviewer does not share Professor Morris' optimism regarding the

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Libraries Have Developed Into Media Centers . . .

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help to the student or the faculty member.

What has come to be the most startling announcement in the little book, frequently referred to as the *Guidelines*, is that there should be one fully certified library media specialist for every 250 students. This was somewhat a shock; but today's dream is tomorrow's reality. The library's function is being appreciated more than ever before. The library media specialist is at the center of things. His acceptance of this greatly expanded role would really determine whether the figure is realistic or not. The library media center has become physically the center of the school. Its helpfulness extends out in all directions. Even more professional help will be needed in proportion to school population as greater response is given to the needs of faculty and students alike in the school situation.

The little book *is* a set of guidelines, a collection of helpful and logical suggestions. Their recommendations are given for numbers of books, magazines, filmstrips, films, tapes, discs, etc., according to the population of the school. Equipment needs are spelled out specifically. One whole section offers guidance as to floor space and arrangement, both basic needs in the structure of the library media center.

The *Standards* represents a monumental piece of work accomplished through the cooperative effort of two large professional organizations. Plans call for revision of the *Standards* every five years. I venture to say that by 1974 most of the current recommendations will have been met and we shall be looking forward to additional recommendations for our expanding school set-up.

Tape recorders, cameras, projectors are the tools of the media center.

Centers Today

The school libraries are flexible. Librarians are becoming well trained in book and nonbook materials. They are not *afraid* of machinery. The certified professional has an interesting staff, made up of professionals, paraprofessionals, clerks, graphic artists, technicians, and aides. And—they keep things cleaned up. I detest trying to teach a class while standing knee-deep in extension cords!

Students come one by one, or two by two (more romantic) in small groups or large. They may be accompanied by the instructor—but more likely will be on their own.

A new development is the satellite center, the sub-library center. This is a small version of the large library, preferably very close to the main library, which will contain the most frequently used items for a particular subject area. Though there are arguments for and against, this seems to have merit if it can be set up skillfully and supervised adequately, without involving too much duplication of materials.

Programmed learning usually includes the following: Skinner, the linear approach, constructed response; Crowder, intrinsic programming, branching technique; and Postlethwait and the audio-tutorial approach.

A dozen years ago these were words to conjure with. Before World War II and for a few years after, the terminology would have been meaningless. Now they represent practices that have become almost commonplace.

Today's library is a busy place, where ideas are being born, accepted, and developed, and where children are learning. The carrel is an old term, dating back several centuries. The "wet carrel" is something else. It is a dry carrel that has been "wired for sound." It may have dial access, filmstrip viewer, record player, small super 8 projector, a television receiver, etc. These wet carrels, with all sophistications, are turning up in the middle of the public school library, where they are wonderfully helpful for individualized instruction, nondirected study, and similar programs.

At the moment we have a plethora of titles. We hear librarian, instructional media director, library media director, library media specialist, educational media specialist; library media center, instructional materials center, learning resources center, teaching resources center, and other combinations.

At any rate, this big room with things in it seems to be doing such an important job that it has become the focus of the school to the degree that it is planned first and the new school built around it. Let us strain our energy to use it to the best advantage for the children who are in it to learn.

"For when the academy decides to remake the rest of the world, whether the world wants to be remade or not, there is likely to be trouble, if only because the academic is but dimly aware of what motivates those human beings who are to be the object of his missionary zeal."

Andrew M. Greeley
"Malice in Wonderland: The Misperceptions of the Academic Elite," *Change: The Magazine of Higher Education*, vol. 2, no. 5 (September-October, 1970), p. 33

Center for Education . . .

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to be effective, teacher education must become more directly an important part of the responsibility and programs of numerous divisions within a university. The center seeks to encourage and support: (1) multi-disciplinary approaches to curriculum and course planning for the preparation of social science teachers, including possible development of joint master's and doctoral programs; (2) research in the problems and practices of education of teachers in the social sciences; and (3) innovative and experimental social science courses and programs, especially those of a multi-disciplinary nature. Also, the center aims at (1) providing expert advice and assistance in securing funding for research and experimental programs; (2) developing liaison between the public schools in Colorado and the Rocky Mountain region and social scientists and others in the University; and (3) serving as both a disseminator of and a "clearing house" for information on social science education for those persons in the University concerned with education of social science teachers.

For further information about the center write to: John D. Haas, Director, Center for Education in the Social Sciences, University of Colorado, Boulder 80302.

BOOK REVIEW

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self-correcting character of science, he must admit to his over-all delight in the book's sweep, lucidity, and wisdom, all of which result from the author's clear grasp of the relations between the practical and liberal arts, intelligence and celebration, and the things that sustain and realize human life generally. Wisdom and relevance are rarely found so intimately combined.

Edward J. Machle
University of Colorado

CCHE SHOULD BE STRENGTHENED, UPDATED . . .

(Continued from page 5)

agencies, and that the trend appears to be toward strengthening such agencies.[1]

In Colorado that trend is apparent. The Colorado Commission on Higher Education was created in 1965, and its role was better defined and strengthened by new legislation in 1970. A CCHE report states that "presumably the Legislature . . . created the coordinating board precisely to intervene in matters of planning and development and support of individual institutions and groups of institutions—to intervene with statewide goals and criteria."[2]

In addition to its current functions in the areas of budgeting, physical planning and program approval, additional demands are continually made on CCHE as legislators seek more detailed accountability of present funds.

While the Commission's responsibilities and powers are reasonably well defined, its processes are not. Recent interviews conducted by this writer indicate that neither the institutional representatives nor the legislators agree on, or understand, what the Commission is doing and should do.

The lack of an explicit definition of how the Commission will pursue its role seems to be the result of several problems. For one, the Commission must tread the slender line of authority between the state government and the institutions. This is exceptionally difficult. Frequently, CCHE is faced with the "be damned if you do and be damned if you don't" dichotomy when it pursues a task.

Second, many institutional representatives have made it particularly difficult for the Commission to function by direct or indirect attacks upon its powers, functions or personalities.

Third, the Commission seems to have failed to gain the respect of the legislature; this fact seems unrelated to the quality of the CCHE efforts.

Fourth, while Millett suggests that the political influence of institutions is modest (showing its force only on particular occasions),[3] the political support for institutions seems to outweigh any political influence the Commission can muster (the Commission has no alumni or parents). Thus, institutions sometimes seek to circumvent the Commission.

Finally, a positive attitude toward the ultimate and necessary success of a coordinating system seems to be lacking in this state among the concerned parties.

Romine says, "If . . . institutions are to serve well the unique functions of which they are capable and survive the trials to which they are subjected, they must make crucial decisions now. Among these . . . are effective and efficient collaboration and cooperation . . ."[4]

Suggestions Offered

This writer, in his limited experience with the local situation, suggests:

1. An accelerated plan should be implemented for identifying and solidifying CCHE's functions that will bring together the inputs of legislators, CCHE, institutional representatives and laymen (CCHE can facilitate this process by letting legislators and institutions represent their own positions before each other).

2. The role and functions of CCHE should be developed in such a way as to minimize the effect of local interest political forces.

3. The effective systemization of statewide coordination should transcend personality conflicts. In other words, parties must rise above personal feelings for each other and proceed toward the cooperative development of a coordinating system.

4. Parties should stop quibbling over petty issues such as the debate on the difference between autonomy and coordination. Berdahl finds the determination of specific roles and responsibilities considerably more relevant than the terms.[5] Paltridge suggests that "the authority structure inherent in a scheme of statutory coordination can serve as a protector rather than adversary of the substantive autonomy of institutions."[6]

5. A continued plan should be established for updating CCHE's functions.

Paltridge emphasizes that an effective coordinating system must be explicitly defined.[7] Currently, it appears that a lack of communication and commitment across all levels of governance is deterring the state's effort toward effective coordination. Meanwhile, many educators are recognizing that coordination may be a key to survival.

[1]"Task Force III: Statewide Planning," *Higher Education in the States* (June 1970), p. 48.

[2]Colorado Commission on Higher Education, *Coordination, Planning, and Governance of Higher Education in Colorado*, A Report by the Chairman and Executive Director (Denver: Colorado Commission on Higher Education, February 1969), p. 21.

[3]John D. Millett, "State Administration of Higher Education," *The American University: A Public Administration Perspective*, ed. Clyde J. Wingfield (Dallas: Southern Methodist University Press, 1970).

[4]Stephen Romine, "Some Difficult Decisions in Higher Education," *The North Central Association Quarterly*, 44 (Winter 1970):283.

[5]Robert O. Berdahl, "Statewide Coordination of Higher Education" (manuscript pending publication by the American Council on Education).

[6]James G. Paltridge, "Toward a Systems Model for State Coordination," *Educational Record*, 51 (Winter 1969):74.

[7]*Ibid.*, pp. 75-76.

Houston to Retire This Year . . .

(Continued from page 1)

of Adult Education, Extension, and Public Information. In 1947 he became dean of students and continued in this capacity until 1957 when he gave up administration and resumed duties as a professor of education on a full-time basis.

During his tenure as director of the Extension Division, the University developed and maintained an outstanding public relations program throughout the state which included extensive visitations by faculty and administrators to all of Colorado's communities, the production of many home-town stories about students and faculty, an active speakers bureau, a large radio lecture program, and many other services to the people. In addition, Dean Houston was the principal liaison officer with the Colorado legislature and the governor. In 1937 he wrote, presented, and secured passage of the legislation upon which Colorado's junior college system is based and as a recognition of his great services to Grand Junction and the junior college (now Mesa College), a street bordering the college was named in his honor. More recently, the principal academic building on that campus was named for Dr. Houston and his father, Elmer G. Houston, who also served at the college.

As dean of students, his service and work with students was exceptional, and as a result, a great number of students came to know, respect, and love him. Indeed, he was outstanding among all who have served in student personnel or in similar capacities at the University.

Although Clifford Houston has performed yeoman service as a college and university administrator, consultant to industry, and professor through the years, (8 at Mesa College and 34 at the University of Colorado, including Navy service), his most extraordinary contributions have been as a teacher in the classroom and as an adviser to students, where he is superb. As he has often said, ". . . all else is secondary to the classroom, where the real action takes place." Without a doubt, Dr. Houston is one of the most concerned, considerate, warmhearted, alert, energetic, enthusiastic, and dedicated human beings among us all. The University of Colorado, the people of Colorado, the alumni, and especially the faculty, staff, and students of the School of Education are sincerely grateful. What a man! What a career! Those following will find few better for emulation.

Among the other Boulder campus faculty who are retiring this year, the School of Education wishes to express sincere appreciation to the following:

Professor Jack D. A. Ogilvy who served as a faithful and dedicated member of the Colorado Teachers Summer Scholarship Committee for a number of years, served many times on school-university committees in the improvement of English instruction in the schools and community colleges, has addressed many school and community audiences, and assisted in the preparation of countless numbers of teachers of English in their undergraduate and graduate programs;

Professor Burton Jones who served many years as a member of the All-University Committee on Teacher Education and as a member of the Dean Selection Committee in 1958, as well as participating extensively as a consultant in the improvement of mathematics programs in community and state colleges;

Professor Earl Swisher who has always shown keen interest in the University's ongoing program of teacher education and has participated in a great many lecture visitations at community colleges and citizen groups in Colorado.

UCITE PROGRAM . . .

(Continued from page 4)

these solutions to specific problems may help all children realize their learning potential. This learning potential is no doubt predicated upon acceptance by the general public of the nature and conditions of public school education of children, which is indeed dependent upon the effectiveness of teachers within the school district. Our prospective teachers completing the UCITE program will be much more acceptable to change, comprehend it, and accept its inevitability, and in the process promote a sound system of values and set of ideals for the children whom they teach.

These are our imperatives, the measure of which will be the course of the UCITE program at the University of Colorado. We will make elementary education more relevant, more permanent, more exciting, and more efficient. We will bring a competitive education within the grasp of all our prospective elementary teachers, and we will, by working together with the public school districts throughout the state of Colorado, make firm the allegiance "that one teaches pretty much the way he has been taught."

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